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ABSTRACT

The handbook, fifth in a series from Project Employability (Ohio), provides an information source for helping educable and trainable mentally retarded high school students bridge the gap between school and the world of work. Chapter 1 reviews Project Employability in terms of background, goals and objectives, program products, program development, and effectiveness. Chapter 2 addresses job opportunities, while Chapter 3 discusses effective occupational education programs and provides direction to parents of young children. Chapter 4 offers support resources for the handicapped. The fifth chapter looks at job maintenance. Legal rights and requirements are the topic of Chapter 6. A final chapter considers the role and function of parents, the work-study coordinator, teacher, supervisor, and employer. Chapters 2 through 6 contain self help pre- and posttests as well as illustrative vignettes. (SB)

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PROJECT EMPLOYABILITY

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HOME / SCHOOL / WORK

HANDBOOK

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August 1981

EAST CENTRAL OHIO
SPECIAL EDUCATION
REGIONAL RESOURCE CENTER

HOME/SCHOOL/WORK HANDBOOK

PROJECT

EMPLOYABILITY

EAST CENTRAL OHIO
SPECIAL EDUCATION
REGIONAL RESOURCE CENTER

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PROJECT EMPLOYABILITY

HOME/SCHOOL/WORK HANDBOOK

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NAMES USED IN THE VIGNETTES, OR ELSEWHERE IN THIS MANUAL TO DEMONSTRATE SITUATIONAL APPLICATIONS OF THE HANDBOOK ARE FICTITIOUS, AND RESEMBLANCE TO ANY REAL LIFE PERSONS IS STRICTLY COINCIDENTAL.

HOME/SCHOOL/WORK HANDBOOK

INTRODUCTION

A. GENERAL

Project Employability, comprised of six related products, was developed to meet the employability needs of handicapped students with poor or no success in job placement. This target population is defined in Ohio as low-functioning Educable Mentally Retarded (EMR) and high-functioning Trainable Mentally Retarded (TMR). Within the American Association on Mental Deficiency (AAMD) definition, this population would include children within the high-moderate to low-mild range of retardation. Although these products have been field-tested and validated with this specific population, in design they will accommodate a broader range of retarded students as well as students with other handicaps who may function at a low employability level.

The major purpose of this handbook is to provide an information source for helping older students bridge the gap between school and the world of work. However, because of the importance of developing appropriate work concepts early in a child's life and providing continuity throughout a child's school years, one chapter is devoted to this aspect of employability.

B. ORGANIZATION OF THIS HANDBOOK

The first and last chapter of the handbook provides information about Project Employability. Chapters Two through Four deal with information and activities designed to enhance a student's employability potential with Chapter Three focusing on skill development sequencing beginning with the pre-school child. Chapter Three was included to give the reader an overall view of the vocational training process and provide direction to parents of young children. Chapters Five and Six concentrate on those areas which will later help the student gain success on the job. By design, the handbook is resource oriented rather than instructional. Community persons interested in helping handicapped students become employable will find the resource information useful for student career and vocational development activities and for the identification of available community student employment support systems.

C. VALIDITY AND OUTCOME

The information of this handbook was collected, developed, and validated on a cooperative basis utilizing special education supervisors, work-study coordinators, teachers, community advisors, and university consultants. It is our hope that this product will be of benefit to you as you endeavor to meet the employability needs of handicapped students.

Lewis P. Burrell, Ed.D.
August, 1981

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CHAPTER #1: INTRODUCTION TO PROJECT EMPLOYABILITY

OVERVIEW

Project EMPLOYABILITY was designed to improve the employment skills of low-functioning educable mentally retarded (EMR) and high-functioning trainable mentally retarded (TMR) high school students. The project includes a criterion referenced assessment instrument for measuring levels of student functioning in 21 employability skills. These skills include: social skills (self-expression, sociability, work independence, appearance, teamwork); time factors (pace, attendance, timing); performance skills (simultaneity, accuracy, dexterity, choices, direction, memory, caution); tolerance (repetitiveness, perseverance, stamina); and academic skills (reading, math, writing). A job minimum skill entry-level profile was developed for each of 55 community jobs, and a system was devised to determine job entry-level preparedness by matching student skill profiles to job skill profiles. The community jobs identified were those requiring minimal entry-level skills; however, they were considered to be generally available in most communities. For example, garage helper, laundry aide, gardener, dishwasher, farm hand, assembler, mason's helper, and stock person were a few of the jobs identified. An employability curriculum to train students in the 21 work employability skills was devised and sequenced across the ten levels of the criterion-referenced assessment instrument. Specifically, the curriculum consists of activities, resources, long-range goals, short-term instructional objectives, and classroom instructional objectives written in

behavioral terms. In addition, two support handbooks were developed to assist handicapped students in the transition from school to the world of work along with a manual for teacher training.

BACKGROUND

Project EMPLOYABILITY was developed in response to a set of needs identified by a consortium of staff members from three special education regional resource centers representing 16 counties in northeast and east-central Ohio. This project was then supported by a community communication council who supported the integration of handicapped students into regular classes. This committee defined as a need, the lack of vocational assessment and training in schools serving handicapped students.

To further determine if the statements and needs identification from these committees were consistent with the views of special educators in the East-Central Ohio region, a survey was conducted to retrieve pertinent information regarding the needs previously identified. The survey was mailed to 14 psychologists, 12 educators of the trainable mentally retarded (TMR), 7 supervisors and 7 work-study coordinators of the educable mentally retarded (EMR). The survey was sent to personnel from all regional TMR schools, all EMR supervisors, all work-study coordinators, and a random sample of one-third of the psychologists in the ten-county region. Some of the respondents represented both TMR and EMR programs; thus, some of the respondents answered for both EMR and TMR. The survey first explained the defined needs. Then the respondents were asked if they believed that the existing program was adequate in meeting the employability needs of this student population. Of the TMR educators, 3 answered yes, and 17 answered no. Of the EMR educators, no one answered yes while 24 answered no. Thus, the survey substantiated the region-wide need for improved vocational assessment and training for these students.

This need was further substantiated by statistics from the Ohio Department of Education, Division of Special Education, which indicated that during the 1975-76 school year 2,658 or 19.6% of all EMR students eligible for work-study were receiving no hands-on training or work experience. Most of this population was considered to be unemployable while at the same time Ohio's Standards for Special Education mandated vocational objectives as an integral part of every child's high school program.

Areas of highest need were identified next by a regional task force of psychologists, special education supervisors, work-study coordinators, and teachers; and objectives were formulated and prioritized as follows:

1. To identify and task-analyze appropriate skill areas for training
2. To develop a profile of criteria for students needing this type of vocational training
3. To identify and task-analyze available community jobs
4. To develop and field test a vocational training model
5. To determine possible school settings, training facilities, or agencies to house a vocational training model
6. To develop products to be used in vocational training
7. To develop an in-service package to be used to train the teachers

The project was designed to provide special educators in this region with products to meet vocational training mandates for moderately and mildly retarded high school students. Thus, with these products, special educators should be able to identify appropriate vocational objectives to increase the employability skill levels of this population.

GOALS

The goals of Project EMPLOYABILITY were three-fold as follows:

1. To define the concept of employability by identifying specific minimal levels of performance necessary for employment in community jobs

2. To develop and field test a procedure for determining a student's present level of vocational functioning, and ultimately to match student job skills with appropriate job placement criteria

3. To establish appropriate instructional strategies to improve student performance to a level of employability, and to make job placements possible for the EMR and TMR students who are presently unserved by existing work-study and sheltered workshop programs

OBJECTIVES

The project was implemented through both facilitating and performance objectives. The facilitating objectives resulted in specific product development in handbook form. When these products were applied to an experimental student population, the results fulfilled the performance objectives. The project objectives were as follows:

1. A task force of community employers, vocational rehabilitation counselors, and work-study coordinators will compile a listing and task analysis of community jobs in which the lowest functioning employees, clients, or students could be employed.

2. A task force of community employers, vocational rehabilitation counselors, and work-study coordinators will establish a job entry-level profile of 21 employability skills for the community jobs.
3. A task force of pyschologists, special education teachers, vocational rehabilitation counselors, and work-study coordinators will develop and field test an assessment instrument for measuring levels of student functioning in the 21 employability skills.
4. A task force of EMR and TMR teachers, special education supervisors, work-study coordinators, and sheltered workshop personnel will develop and field test an employability curriculum with long term goals, short term instructional objectives, classroom instructional objectives, activities, and resources.
5. A task force of psychologists, special education supervisors, work-study coordinators, and vocational rehabilitation specialists will develop two support products to assist the student in the transition from school to work.
6. Students will improve their employability level in 21 employability performance skills.
7. Students will improve their employability status on 55 community jobs as a result of direct application of the employability curriculum products.

The facilitating objectives were evaluated for standard and quality by use of a 1-to-5 rating scale of pertinent criteria devised by the project director and three university consultants. The performance objectives were evaluated through field

testing in twelve school districts. Student profiles were matched with job entry-level profiles of 55 community jobs in pre- and post-testing.

PROGRAM DESCRIPTION

The Project EMPLOYABILITY program consists of six products in book form. Each product was developed by a task force of experts and validated through currently acceptable research procedures. The University of Virginia Discrepancy Guide was used to compare pertinent criteria for both the content and the process development. The Project Director and the university consultants applied the Ohio vocational Program Review for Improvement, Development, and Expansion (P.R.I.D.E.) and validated the project products in areas of curriculum and instruction, facilities and equipment, instructional staff, student applications, and other general student-related outcomes. In evaluating instructional materials such as those used in this study, it has been found that knowledgeable professionals can make as many as five levels of distinction. A five-point evaluative scale, modeled from the P.R.I.D.E. concept with each point given a qualitative label, was used in the evaluation of the products described below.

Criterion Referenced Assessment Instrument

The criterion referenced assessment instrument was developed to enable the school staff to determine the student levels of functioning in 21 employability skills. The areas of assessment cover the following: social skills, time factors, performance skills, tolerance, and academic skills. The common knowledge areas of the instrument, except the academic skills area, were defined previously in another study by Peterson and Jones in Guide To Jobs For The Mentally Retarded.**

The instrument provides for a student profile on a scale of ten which could be matched with entry-level job profiles of 55 community jobs. Thus, deficiencies

** Peterson, Richard O. and Jones, Edna M. Guide To Jobs For The Mentally Retarded. Washington, D.C.: American Institutes For Research In The Behavioral Sciences, 1964.

in employment preparedness for any given job can be determined by matching the student's level of functioning (student profile) with the entry-level needed for the job (job profile). The product was developed by a task force of four psychologists, four special education teachers, four vocational rehabilitation counselors, and four work-study coordinators. The assessment instrument has an inter-rater reliability coefficient of .94, based on the field test results of 20 subjects from four school districts. Three university consultants and the project director designed and validated the product.

Employability Curriculum

The curriculum contains annual goals, short term instructional objectives, classroom instructional objectives, activities, and resources for each of the 21 employability skills. Student weaknesses identified through the assessment can be corrected through instruction by using the employability curriculum which is sequenced across the ten levels of the criterion-referenced scale. Areas of instructional concentration are provided in such a way that students will be able to prepare for specific community jobs. The product was developed by a 24-member special education task force consisting of supervisors and teachers, work-study coordinators, and vocational rehabilitation counselors from both EMR and TMR facilities. Three university consultants and the project director designed and validated the product.

Community Job Task Analysis

This handbook of task analyses of 55 community jobs was developed to enable teachers to prepare students for specific jobs. The handbook consists of job tasks and job task details for the 55 community jobs and is cross-referenced to the employability curriculum for teaching of those specific skills a student might need for job-entry or job-improvement. The handbook will also assist both the employer and school staff in developing on-the-job training plans for the co-op student. The product was developed by a task force of five community employers, five

vocational rehabilitation counselors and five work-study coordinators. Three university consultants assisted with the design and validation.

Home/School/Work Handbook

This handbook provides additional support to the low-functioning student who is currently in school and prior to his/her actual job placement. The major emphasis will involve the transition period between school and the actual world of work. It was outlined to address the issues of job preparation, job maintenance, legal responsibilities, and the applications of Project Employability as a source for job success. The product was designed for use by a unique team consisting of the parents, the employers, and school staff, and was developed by fifteen special educators who had prior experience with student community job placement. The product was later validated by three university consultants and the project director.

Student Work Performance Handbook

The student work performance handbook consists of both assessment and curriculum. This support product was designed to provide the low-functioning student with another base in the transition from school to the world of work and provides exercises which deal with such factors as knowledge, skill, attitude, and value judgement. The assessment instrument in the handbook is cross-referenced to curriculum materials and student exercises are provided. Students will learn to deal directly with many factors not covered in the Employability Curriculum, i.e. job sources, communication, cooperation, conservation. This product was developed by a task force of 24 special educators. The project director and three university consultants designed and validated the product.

Employability Administrative Handbook

This manual details for program planners the interrelationships of the project products. It outlines the use and value of each component as well as provides strategies for inservice training and for product implementation in the school program. The product was designed, developed, and validated by the project director with the assistance of three university consultants.

PRODUCT DEVELOPMENT

A major factor contributing to the success of the program, which was dependent on school and community support, was the fact that it was associated with a regional center. The project was administered by the East Central Ohio Special Education Regional Resource Center (ECO SERRC) which is a voluntary participatory management system established specifically to assist school districts and parents with the development and implementation of special education programs for handicapped children. The ECO SERRC, one of sixteen such centers in the state of Ohio, serves an area consisting of the following ten counties: Belmont, Carroll, Coshocton, Guernsey, Harrison, Holmes, Jefferson, Muskingum, Noble, and Tuscarawas. This region represents fifty school districts with a total student population of 102,000. The policy-making body of ECO SERRC is a governing board consisting of superintendents from each of the school districts in the region. By voting unanimously to administer this project, the governing board not only endorsed it but influenced participation from school districts within the region. A Community Communications Council involving 21 community representatives from throughout the region has been active in promoting the project in their local communities.

The field test sites were selected on the basis of identified student need. At least six low-functioning EMR students or six high-functioning TMR students were required at each test site. Thus, in each of the 12 test sites, a control group of at least three students was observed and compared with an experimental group of at least three students. Following an identification of students who qualified on the basis of identified need, the field test schools were selected over an area that reflected a broad range of both school and community types. The schools, by type, ranged from city, local, exempted village, to County Boards of Mental Retardation schools. The community types included rural, small town, cities of both agriculturally and industrially based economies. The school participants at each test site included a special education supervisor, a classroom

teacher, and a work-study or workshop coordinator. These three staff members from each of twelve school districts worked in teams to field test the curriculum products. During field testing, each team treated their sample population exactly the same.

EFFECTIVENESS

Project EMPLOYABILITY represents an effective approach for vocational assessment and training of EMR and TMR students previously classified as unemployable. A significant increase in skill development in the 21 employability skills became evident when the experimental group students used in the project were compared with the control group. (Summary results are presented on page 9.) The student employability potential of the experimental group improved substantially more than the control group as a result of the curriculum applications. Student growth was assessed by a project-developed criterion-referenced assessment instrument which has an inter-rater reliability coefficient of .94, based on 20 subjects from four school districts. The student profiles were matched with the community job entry-level profiles to establish the number of new potential jobs for which the student could qualify. The project's activities are easily transportable since they consist of a series of products in book form. The products were designed for implementation with currently existing special education programs and staff.

CHAPTER #2: JOB OPPORTUNITIES

OVERVIEW

Effective occupational education programs usually result from cooperative efforts and involvement of parents, employers, and school personnel. In such programs, the students become aware of their strengths and weaknesses with relation to the job market and understand their potential for future development. The parent may share in this information through parent conferences at the school in which their student's profile is reviewed as a part of that parent-teacher conference. Employers interested in student work-study training programs serve on school advisory committees and provide community training stations for students.

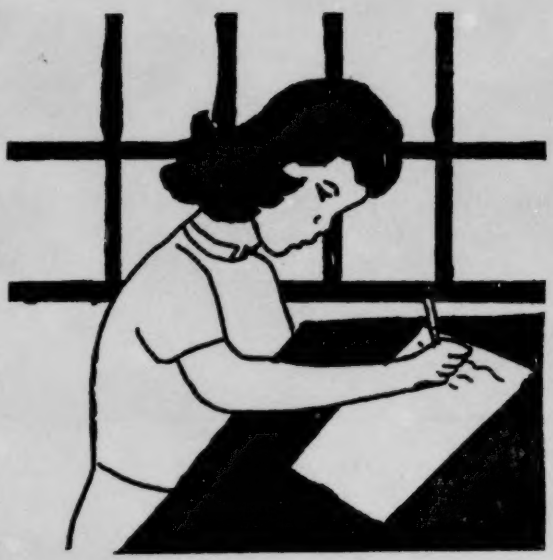
In addition to job opportunities for students, effective programs must also consider such student-oriented traits as motivation, interest, and personal stamina. Each of these, in one way or another, will determine whether or not the student is employable.

Project Employability deals with specific jobs which provide a variety of opportunities within the interest and ability levels of the low-functioning handicapped students. One section of this chapter is devoted to specific jobs grouped in terms of required levels of performance. The jobs in this chapter were identified by employers, teachers, work-study coordinators, and vocational rehabilitation specialists. In the identification process, the basic considerations were the availability of the job and the appropriateness of the job for the lower-functioning high school student.

In the job market, eligibility requirements vary, interests of the student are not always the same, and employer desires change with need. Thus, students should be taught that they must be willing and prepared to accept a job even though such a job may not meet all of their preconceived ideas of a good job. Some jobs will be limited because of the problems of transportation, others because of working hours, and still others may seem to demand retraining. Students should be taught to accept these adversities as challenges. The opportunities for employment in any given community are many, even for the low-functioning young person.

SELF-HELP PRE-TEST #1

Try this pre-test about occupational education and job opportunities for the low-functioning student to determine how much you already know about the subject. Write what you think to be the answers; then read the next six pages carefully. Finally, compare your pre-test to the questions and answers at the end of this chapter.



1. Name three community jobs which might be available to students who are exceptionally low functioning.
2. If a student has minimal skills, which job would seem to provide the better opportunity for student success -- egg sorter or sack person?
3. If a low-functioning student has a high skill level, which jobs might he/she consider -- dishwasher, grounds keeper's helper, messenger person?

4. Eleven generalized areas of job clustering are defined by similarity of job type. Name three of the eleven possible clusters.
5. If a student is interested in the out-of-doors, to what cluster of job types might he/she look?
6. If a student is seeking a job in the area of transportation, what might be the two jobs to consider?
7. Name two basic factors that help insure student success on the job.
8. True or false? The student's job opportunities should be related to the student's interests and abilities.
9. The committee which reveals to a student his abilities and interests should consist of _____, _____, _____, and _____.
10. List two questions students may need to have answered when given the opportunity to seek a job.

JOB CLUSTERING BY STUDENT ABILITY LEVEL

The skill levels required by certain jobs are similar. This permits these jobs to be clustered into skill groups. In this chapter four clusters of jobs have been listed by required student performance and functioning level. The jobs requiring the lowest employability skill development will be presented in the first cluster. Each subsequent cluster will require slightly more employability skill development.

JOB CLUSTER #1

- Assembler
- Auto Interior Cleaner
- Bus Cleaner
- Cart Person
- Carton Assembler
- Dishwasher (Commercial)
- Dishwasher/Houseworker (Domestic)
- Egg Sorter
- Fruit & Berry Picker
- Garbage/Trash Collector
- Grass Cutter
- Packager
- Sanitation Worker
- Site Clean-Up
- Sorter
- Stapler & Assembler
- Street Department Laborer
- Vacuum Cleaner Person
- Vehicle Washer
- Window Cleaner

JOB CLUSTER #2

- Farm Hand
- Grounds Keeper's Helper
- Landscaping Laborer
- Laundry Aide (Health)
- Laundry Service Helper (Commercial)
- Lawn Worker (Domestic)

JOB CLUSTER #3

- Bus Boy*
- Copy Machine Operator
- Custodial Aide
- Dock/Freight Helper
- Dock Worker
- Food Service Helper (Health)
- Food Service Helper (Recreation)
- Gardener
- Garage Helper
- General Maintenance Helper
- Greenhouse Worker
- Grounds Care Helper
- Housekeeper's Helper (Health)
- Housekeeper's Helper (Motel)
- Machine Feeder
- Mason's Helper
- Materials Handler
- Mover's Helper
- Painter's Helper
- Sack Boy*
- Shipping Department Helper
- Stock Person

*Occupational definitions taken from the Dictionary of Occupational Titles, U. S. Department of Labor

JOB CLUSTER #4

Building Maintenance Helper
Carpenter's Helper
Chef's Helper
Day Care Helper
Messenger Person (Office)
Parking Lot Attendant
Senior Citizen Care Aide

JOB CLUSTERING BY SIMILARITY OF JOB TYPE

In some instances the student might indicate an interest in an occupational area rather than a specific job. It may therefore be important to have jobs referenced by area. Such a reference would enable occupational counselors to guide students into a variety of related jobs.

Student interest is an important factor in any job selection. Once a job has been chosen, the difficulty level can be determined in terms of the student's ability.

The jobs presented earlier have been clustered around the following trade or occupational areas:

Agriculture
Business and Office
Construction
Consumer and Homemaking
Health
Hospital and Recreation
Manufacturing
Marketing and Distribution
Personal Service
Public Service
Transportation

Eleven Clusters With Jobs By Cluster

AGRICULTURE:

Egg Sorter
Farm Hand
Fruit and Berry Picker
Greenhouse Worker
Landscaping Laborer

MANUFACTURING:

Assembler
Machine Feeder
Packager
Shipping Department Helper
Sorter

BUSINESS AND OFFICE:

- Copy Machine Operator
- Custodial Aide
- Messenger Person
- Parking Lot Attendant
- Stapler and Assembler

CONSTRUCTION:

- Carpenter's Helper
- Mason's Helper
- Materials Handler
- Painter's Helper
- Site Clean-Up

CONSUMER AND HOMEMAKING:

- Chef's Helper
- Day Care Helper
- Dishwasher/Houseworker (Domestic)
- Vacuum Cleaner Person/Duster

HEALTH:

- Cart Person
- Food Service Helper
- Grounds Keeper's Helper
- Housekeeper's Helper
- Laundry Aide
- Senior Citizen Care Aide

HOSPITAL AND RECREATION:

- Bus Boy*
- Dishwasher
- Food Service Helper
- Housekeeper's Helper (Motel)

MARKETING AND DISTRIBUTION:

- Carton Assembler
- Dock/Freight Helper
- Dock Person
- Sack Boy*

PERSONAL SERVICE:

- Gardener
- General Maintenance Helper
- Grass Cutter
- Laundry Service Helper (Commercial)
- Lawn Worker
- Window Cleaner

PUBLIC SERVICE:

- Building Maintenance Helper
- Garbage/Trash Collector
- Grounds Care Helper
- Sanitation Worker
- Street Department Laborer

TRANSPORTATION:

- Auto Interior Cleaner
- Bus Cleaner
- Dock Worker
- Garage Helper
- Mover's Helper
- Vehicle Washer

*Source of definitions: Dictionary of Occupational Titles, U. S. Department of Labor

BUSINESSES WHICH COULD OFFER STUDENTS JOB OPPORTUNITIES

The task of assisting students with the entry into the job market would be easier if a sample listing (of possible community businesses) were available to the low-functioning students. To begin with, the centuries-old method of securing jobs for young people is still a good one; for example, an uncle knows someone who could employ the student. Many contacts can still be made through this means. However, today other means of helping students are available through the close cooperation of the school and the business community and through work-study programs. In the latter case, the school becomes an important part of the actual identification and development of student training needs through cooperation with the local employing agency.

Students interested in work in specific job/occupational areas might look to the following businesses:

TRANSPORTATION:

- Auto Body Shops
- Bus Terminals
- Car Washes
- Moving & Storage Companies
- Postal Services
- Truck Stops
- University Maintenance
- Used Car Lots

HOSPITALITY AND RECREATION:

- Bowling Alleys
- City Parks
- Country Clubs
- Fast Food Restaurants
- Gift Shops
- Restaurants
- Sportswear Stores
- State Parks
- Tennis Clubs
- YMCA

HEALTH:

- Animal Hospitals
- Dentists' Offices
- Doctors' Offices
- Drug Stores
- Health Spas
- Hospitals
- Medical Centers
- Nursing Homes
- YMCA

CONSUMER AND HOMEMAKING:

- Bakeries
- Beverage Carry-Outs
- Carpet Shops
- Fast Food Restaurants
- Grocery Stores
- Hardware Stores
- Laundromats
- Motels/Hotels
- Private Homes
- Supermarkets

AGRICULTURE:

- Farm Equipment Companies
- Farms
- Flower Shops
- Greenhouses

PUBLIC SERVICE:

- Cemetaries
- Churches

PERSONAL SERVICE:

- Churches
- Flower Shops
- Funeral Homes
- Gift Shops
- Music Stores
- Television Repair Shops
- Tennis Clubs
- Welfare Agencies

MANUFACTURING:

- Factories
- Feed Mills
- Lumber Mills
- Welding Shops

CONSTRUCTION:

- Apartment Buildings
- Construction Companies
- Lumber Companies
- Plumbing and Heating Businesses
- Realtors
- Trailer Courts

BUSINESS AND OFFICE:

- Auto Drive-In Theatres
- Banks
- Dentists' Offices
- Realtors
- Tire Companies
- Used Car Lots

PUBLIC SERVICE: (Continued)

- Courthouses
- Fire Departments
- Funeral Homes
- Parks Departments
- Police Departments
- Post Offices
- Telephone Companies
- Welfare Agencies

MARKETING AND DISTRIBUTION:

- Candy Stores
- Carpet Shops
- Flower Shops
- Furniture Stores
- Gift Shops
- Jewelry Stores
- Shoe Stores

Although the preceding list is far from complete, it will provide sources for those who will be assisting students in finding job opportunities.

PERTINENT FACTORS TO CONSIDER ALONG WITH JOB OPPORTUNITIES

General Factors Related to Student Success

If the low-functioning student is to be successful in securing and holding a job, persons involved with student training programs must consider some important aspects about job opportunities. These programs should help to provide the following:

1. Skill training to at least entry-levels
2. Job sites within reasonable proximity to home
3. Cooperative support from employers
4. Needs fulfillment for the student
5. Training beyond entry-level skills

Specific Factors Related to Student Success

Once the student is given an opportunity for employment, the extent of his success will be dependent upon certain pre-employment experiences provided for in the program as follows:

1. The job opportunity should be related to the interests and abilities of the student.
2. A committee of parents, teachers, work-study coordinators, and the student should define job opportunities related to the student's interests and abilities.
3. A variety of job experiences should be available in the student's training program.
4. The student should receive guidance as to which jobs are within his/her capabilities.
5. The student should know the job requirements necessary for his/her being selected for a particular job.
6. The student should be made aware of the different jobs and job opportunities in both the urban and rural areas.
7. The student should know the transportation requirements for specific jobs.
8. The student should be made aware of the variety of jobs available within his/her capabilities.
9. A student's own personal needs should be discussed with him/her in relation to his/her role and function in each specific job opportunity.

VIGNETTE

In preparation for the start of a new school year, a local work-study coordinator and a senior high special-education classroom teacher were planning possible, appropriate job placements for four seniors who were to be placed full time in the community. It was finally agreed that each of the four students would be interviewed by the work-study coordinator, at which time he would discuss a list of job opportunities with each of the students.

The students were each reminded of the skills necessary for successful job placement at each of the job stations. One student, Scott Treadway, inquired about being placed on a job with a local trash hauler since he had had prior experience on that particular job. It turned out that the student's father was the owner of the trash hauling company and fully agreed to cooperate in a meaningful work experience for his son, who had worked for him at times over the past six years.

Scott worked all of the various jobs involved in the trash hauling service such as collecting trash, driving the truck, collecting fees, and even covering the refuse with dirt at the landfill. In this particular instance, the student received a valuable work experience that would set the stage for his future. As things worked out, the father retired from active involvement in the business; thus, Scott and his brothers became responsible for learning the management and operation of the business. In this situation, Scott had received the training and experience necessary on the job to be able to manage the company successfully.

SELF-HELP POST-TEST #1

1. Name three community jobs which might be available to students who are exceptionally low functioning.

   ANSWER: Vehicle Washer, Grass Cutter, or Trash Collector are a few such possibilities.

2. If a student has minimal skills, which job would seem to provide the better opportunity for student success -- egg sorter or sack person?

   ANSWER: Egg Sorter.

3. If a low-functioning student has a high skill level, which jobs might he/she consider -- dishwasher, grounds keeper's helper, messenger person?

   ANSWER: Messenger Person.

4. Eleven generalized areas of job clustering were defined by similarity of job type. Name three of the eleven possible clusters.

   ANSWER: Transportation, Health, and Hospitality and Recreation.

5. If a student is interested in the out-of-doors, to what cluster of job types might he/she look?

   ANSWER: Construction or Agriculture.

6. If a student is seeking a job in the area of transportation, what might be the two jobs to consider?

   ANSWER: Truck stops, car washes, or filling stations are possibilities.

7. Name two basic factors that help insure student success on the job.

   ANSWER: Is the job within the student's abilities? and Does the job fulfill his basic needs?

8. True or false? The student's job opportunities should be related to the student's interests and abilities.

   ANSWER: True.

9. The committee which reveals to a student his abilities and interests should consist of _____, _____, _____, and _____.

   ANSWER: A parent, teacher, work-study coordinator, and the student.

10. List two questions students may need to have answered when given the opportunity to seek a job.

    ANSWER: "Am I interested?" and "Is the job within my abilities?"

CHAPTER #3: JOB PREPARATIONS

OVERVIEW

Probably no area in the educational program is more important than that which concerns itself with preparing youth to adjust successfully to the demands of employment. Life adjustment itself is impossible unless occupational adjustment occurs. Thus, the development of a home-school-community program that assists in the occupational adjustment process of low-functioning handicapped students is a necessity. In order to develop such an effective occupational education program, it is necessary for parents, teachers, and employers to be aware of specific problems that these students will face in learning to earn a living.

Occupational education is an area which involves the development of habits, attitudes, and skills essential for employment. There are three major areas of instruction necessary when developing an adequate occupational program:

1. Preparation for work
2. Choosing and getting a job
3. Rights and responsibilities of workers

With these three major areas in mind an instructional program will be outlined for students from pre-school through senior high school.

SELF HELP PRE-TEST #2

Try this pre-test on occupational education programs. Write what you think to be the answers; then read the next eight pages carefully. Compare your pre-test to the questions and answers at the end of this chapter.

1. Where does all occupational skill development begin?
2. The four major skill areas that must be developed in the home are _____, _____, _____, and _____.
3. What are three objects which could be used to help a child develop manipulative skills? _____, _____, and _____.
4. There are seven major areas of concern involving young adults in life adjustment. Name three of them. _____, _____, and _____.
5. There are three major areas of instruction used in developing an adequate occupational program. These areas of instruction include _____, _____, and _____.
6. At which school level must the school begin developing positive attitudes toward the performance of all types of work?
7. Identify the persons who must be aware of the number of specific problems that students face in learning to earn a living.
8. At which school level must the school begin to provide experiences for the students which will enable them to operate and perform work tasks and work skills on an independent basis?
9. At which school level should the student begin to employ some adult behavior, manners, and occupational skills?
10. At which school level should the student be able to direct and control most of his own behavior?

SKILL DEVELOPMENT SEQUENCING

The Pre-School Level

All occupational skill development begins in the home. Parents can help in the development of these all-important skills through specific activities. The activities that follow are designed to help improve your child's skills in listening, speaking, seeing, and moving. Some suggestions are also included which might help you deal with your child's behavior.

In working with your child at home, here are some suggestions you may find helpful:

1. Set aside specific times during the day to work with your child. Let these be times for you and your child alone.
2. Start with short work periods and gradually increase them. A good rule is to stop when your child is at the peak of success. Avoid pushing him/her to a point of failure.
3. Be as objective and patient as you can. Speak to your child in a quiet, firm voice.
4. Make commands or directions short and simple.
5. If a task is too difficult for your child, move on to something easier. Return to the first task after changing it so that your child can succeed.
6. When your child is capable of doing a task, gently insist that he/she finish it.
7. Be aware of your child's abilities as well as his/her weaknesses. Don't continue using tasks that are too easy for your child.

8. Praise your child for even the smallest success. Do not emphasize failure.
9. Really listen to your child. Be there when he/she needs your help.
10. Relax with your child. Enjoy your time together.

Your child may have "listening" problems. The difficulties may be in paying attention, understanding, and remembering sounds. If your child is having these problems, here are some suggestions:

1. Have your child match sounds with the objects or people that make them.
2. Have your child listen to objects that make sounds, such as the doorbell, an alarm clock, or even a timer.
3. Imitate the sounds and have your child do the same.
4. Ask your child to identify familiar voices on the telephone or on tape recordings.
5. If your child can't remember what he/she hears, read a short list of words to your child. First ask how many words were in the list. Use related words such as milk, apple, cake, and bread.
6. Have your child remember a specific item from a television report such as weather conditions or the score of a game.
7. Read a story with your child every day. Ask questions about the story, and let your child tell you about his/her favorite part, the funniest part, or the scariest part.
8. Tell your child how to do things instead of showing him/her. Use simple, familiar words in your directions and allow enough time for your child to respond. Begin with one direction at a time, building up slowly to a series of directions. (e.g., "Toast a piece of bread and spread butter on it.") Make the directions simple.

(e.g., "Open the door." "Turn on the light." or "Carry out the trash.")

9. Play "Simon Says" with your child.

Your child may have "speaking" problems. If your child is having speaking problems, here are some suggestions which may be helpful:

1. Make up riddles for your child to solve. (e.g., "I'm an animal. I like to eat grass. I give milk. What animal am I?")
2. Help your child use words to name things. If your child wants something, keep asking questions until the child names the object. (e.g., "What do you want from the shelf? What color is it? What is it for? What is it next to? Tell me its name and I will get it for you.")
3. Encourage your child to use sentences. Say a sentence for your child to repeat. Begin with two or three words and gradually add more. (e.g., "I see." "I see a dog." "I see a dog and a cat.") Speak to your child in complete sentences and encourage complete sentences in response.

Your child may have "seeing" problems. If your child can see very well but is unable to find any meaning in what is seen or has difficulty remembering what is seen, then do the following:

Place some objects on a table. Begin with three and work up to more. Have your child look at the objects for a few seconds. Allow more time for more objects. Then tell your child to close his or her eyes. Remove one object. Ask your child to look at the objects again and tell which one is missing. The same thing can be done with words on cards.

Your child may have "motor" problems. If your child has difficulty with motor problems and is uncoordinated, awkward, or clumsy, the following are some helpful suggestions:

1. Have your child practice balancing and running.
2. Play "Follow the Leader" with your child. Take turns leading.
3. Have your child get involved in activities that take coordination, such as swimming.
4. Help your child develop better eye-hand coordination. Use a ball or balloon.
5. Teach your child manipulative skills with objects such as a spoon, a crayon, blunt-edged scissors, blocks, keys, or spools.

The Primary Level

At the primary level the school must begin developing positive attitudes toward the performance of all types of work. Also, the students will become aware of occupational opportunities. The child's vocational self-concept will be expanded to enable him/her to see a variety of occupation roles. The students will learn responsibility to self and to others.

In the area of preparing for work, the student will be able to do the following:

1. Develop good work habits
2. Develop skill in the use of simple tools and equipment.
3. Work in small groups
4. Care for tools

In the area of choosing and getting a job, the student will be able to do the following:

1. State that most people work for a living
2. Describe different people in terms of their jobs
3. Perform routine jobs in the classroom

In the area of understanding his rights and responsibilities, the student will be able to do the following:

1. Accept the responsibility of classroom jobs
2. Understand that there are consequences when classroom tasks are not performed adequately

---

The Intermediate Level

At the intermediate level the school must provide experiences for the student to operate and perform basic tasks and skills more independently than at previous grade levels. These students need to be helped to assume more responsibility for their own personal behavior.

In the area of preparing for work, the student will gain knowledge and understanding which will enable him to do the following:

1. Continue to develop good work habits
2. Continue to develop skill in the use of simple tools and equipment
3. Continue improving as a group worker
4. Describe relationships between work in school and work out of school

In the area of choosing and getting a job, the student will be able to do the following:

1. Describe some of the responsibilities of community workers
2. Perform routine jobs in and out of the classroom
3. Tell, read, and write personal data

In the area of understanding his/her rights and responsibilities, the student will be able to do the following:

1. Describe some of the responsibilities that are involved in assuming a job
2. Describe the causes and consequences of unemployment

The Junior High Level

At the junior high level, program outcomes should indicate that students are beginning to employ some adult behaviors, manners, and occupational skills. The student should begin controlling his/her own behavior, independently making choices, and actively seeking association with others in the school, the community, and the world of work.

In the area of preparing for work, the

student will be able to do the following:

1. Recognize personal limitations which affect job choice
2. Maintain good work habits
3. Use and care for tools and equipment
4. Obtain work within the school setting

In the area of choosing and getting a job, the student will be able to do the following:

1. Describe a variety of occupations commensurate with his ability
2. Describe and apply procedures for securing a part-time job
3. Fill out job application forms

In the area of understanding his/her rights and responsibilities, the student will be able to do the following:

1. Describe some of the worker's rights
2. Describe worker's responsibilities to employers
3. Secure a social security card
4. Describe some of the reasons why there are laws controlling employment

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The Senior High Level

The senior high school level assessment outcomes should indicate that the student directs and controls most of his/her own behaviors. By executing the basic tasks and skills necessary for becoming a self-supportive, independent, and contributing member of our society, he/she assumes many adult responsibilities.

In the area of preparing for work, the student will be able to do the following:

1. Evaluate himself/herself when making a job choice
2. Verbally describe the skills that will help him/her get and hold a job
3. Work efficiently on an in-school or community job-training station under school supervision
4. Demonstrate efficient use, care, and safety procedures for basic tools and equipment related to his/her area of vocational interests.

In the area of choosing and getting a job, the student will be able to do the following:

1. Demonstrate the ability to find, secure, and perform a job successfully
2. Participate in an employment interview
3. Describe factors and limitations which should be considered when choosing a job

In the area of understanding his/her rights and responsibilities, the student will be able to do the following:

1. Describe social security provisions, workmen's compensation, and unemployment compensation
2. Describe the advantages and disadvantages of joining a union
3. Describe benefits of hospitalization insurance coverage
4. Describe the major responsibilities of the worker to the employer
5. Describe ways of keeping a job

Adulthood

When a student leaves high school and enters the world of the adult, there remain many areas of concern. A seminar during the senior year of high school would be an appropriate place for such concerns to be discussed. These concerns could be as follows:

1. Locating and keeping employment

2. Money management--banking and budgeting
3. Labor unions
4. Taxes of workers--federal, state, and local
5. Choosing and buying a car
6. Finding a place to live and family living
7. Comparative buying

Students should be given the handbook entitled Student Work Performance Handbook at this seminar. This handbook deals with thirty-six occupational concerns and could be used as a reference by the young adult.

VIGNETTE

Below is an article which appeared in a local newspaper and is one example of what could happen when a student receives sound occupational skill development training in a well-structured program, primary through high school.

Senior Boosts Job-Study Plan

'He's very dependable, intelligent, and a good worker,' said one. 'Easy to get along with and understanding,' said another.

Who is all this praise for? Graduating Buckeye North High senior, Eugene Walkup of Market Street, Brilliant.

Eugene is only one of many special education high school students successfully enrolled in the Work-Study Experience program in Buckeye Local Schools.

The program is a state funded project where the students work half a day in their junior year and full time in their senior year. A perfect example of the project's worth is Eugene.

In his junior year, Eugene met with the program's coordinator, James Gallagher, who arranged a job for Eugene at Korbacher's in Brilliant.

Through that and part of his senior year, Eugene did an excellent job at the factory. So good in fact, that when the company relocated in Columbus and closed its local operation, company officials asked Eugene to go with them.

Eugene's boss, Rick Weber, made all the arrangements, even down to finding an apartment for their 'valuable' employee in Columbus.

'We are very impressed with Eugene's work and attitude about everything,' writes the Korbacher Company, 'and we were delighted at being able to take him with us.'

'I liked school and I miss it,' said Eugene somewhat wistfully, 'but I love my job and the people I work with.'

Eugene's success only strengthens Buckeye North's principal, Robert Shaffer's belief in the program.

'It's a wonderful opportunity for the less-academically inclined student to learn a trade and be a part of the working world,' enthused Shaffer.

'The program is essentially a marriage between the school and the community,' he continued. 'One from which both parties benefit.'

Eugene will attend the class graduation with the nice present of a two-week paid vacation, courtesy of the company, and $65 from his co-workers to keep him smiling.

'Living in a large city, such as Columbus,' explained Eugene thoughtfully, 'is scary, but it's exciting too, being on your own and making, however small, some mark on the world.

'I only hope,' he said blushingly slightly, 'that I can make a good one.'

SELF-HELP POST-TEST #2

1. Where does all occupational skill development begin?

   ANSWER: All occupational skill development begins in the home.

2. What four major skill areas must be developed in the home?

   ANSWER: Listening, speaking, seeing, and mobility.

3. What are three objects which could be used to help a child develop manipulative skills?

   ANSWER: A spoon, a crayon, and/or blunt-edged scissors.

4. There are seven major areas of concern involving young adults in life adjustment. Name three of them.

   ANSWER: Comparative buying, finding a place to live, choosing a car.

5. There are three major areas of instruction used in developing an adequate occupational program. These areas include --

   ANSWER: Preparation for work, choosing and getting a job, and rights and responsibilities of workers.

6. At which school level must the school begin developing positive attitudes toward the performance of all types of work?

   ANSWER: The primary level.

7. Identify the persons who must be aware of the number of specific problems that students face in learning to earn a living.

   ANSWER: In order to develop an effective occupational program it is necessary for parents, teachers, and employers to be aware of the specific problems students have in learning to earn a living.

8. At which school level must the school begin to provide experiences for the students which will enable them to operate and perform work tasks and work skills on an independent basis?

   ANSWER: The intermediate level.

9. At which school level should the student begin to employ some adult behavior, manners, and occupational skills?

   ANSWER: The junior high level.

10. At which school level should the student be able to direct and control most of his own behavior?

    ANSWER: The senior high school level.

CHAPTER #4: SUPPORT RESOURCES FOR THE HANDICAPPED

OVERVIEW

Handicapped persons often require services not generally needed by the non-handicapped.

In order to develop an effective occupational education program, it is important that school personnel and parents become aware of the resources available to the handicapped.

Services are available from a large number of local, state, and national agencies, both private and governmental. Later in this chapter a number of these agencies are listed. Making the appropriate initial contacts with an agency could save a person much time and effort when searching for assistance and information. Therefore, it is strongly recommended that the three resources listed below be contacted initially:

1. Your Local School District
2. East Central Ohio SERRC
   818 Boulevard
   Dover, OH 44622
   216-343-3355 or 1-800-362-6687
3. Your County Board of Mental Retardation (169 Program)

SELF-HELP PRE-TEST #3

Before reading the list of resources available to the handicapped, take this pre-test to determine how much you already know about these services. You may be surprised to find out how many agencies really do exist to help the handicapped, and this list has by no means been exhausted.

1. If you wanted to secure educational services for your handicapped child, what agency might you contact?
2. Name a parent organization which provides information and support to parents and children suffering from any condition which is handicapping.
3. What Ohio-based foundation promotes the care, treatment, and rehabilitation of crippling conditions in children and adults?
4. Where might you acquire textbooks which could be used in teaching a blind child?
5. Is there an organization which could assess a child's hearing?
6. Are there counseling facilities where you might refer a young person who suspects she might be pregnant?
7. What are some local civic clubs that might be involved with helping handicapped children?
8. If a student has a severe handicap which creates a financial strain on the family, what national organization might be able to help?
9. Name at least one Ohio-based organization which might be able to help an Ohio child with a crippling disease.
10. Where might one inquire about vocational training for adults?

A LISTING OF RESOURCES FOR THE HANDICAPPED

A complete listing of agencies providing information and services for the handicapped would require much more space than is available in this handbook. Therefore, the listing which follows represents some of the major resources. These resources are broken down into two major groupings: (1) State Governmental Agencies, which

are assigned specific responsibilities in accordance with state law, and (2) Local, State, National Agencies and Associations, which are non-governmental and offer a wide range of services from informational to financial.

1. STATE GOVERNMENTAL AGENCIES

ORGANIZATION: Ohio Department of Education
Division of Special Education
933 High Street
Worthington, Ohio 43085
PH. 614-466-2650
Monday through Friday, 8:00 a.m. to 4:45 p.m.

SERVICES: This organization assists Ohio public school districts in the development and operation of special education programs and services for handicapped children. Furthermore, it is the obligation of every local school district to provide and operate both special education programs and special services for each handicapped child within their district of residence.

Services are available for the hearing impaired, crippled, visually impaired, severe and/or multiple impaired, learning and behavioral disabled, severe behavioral handicapped, educable mentally retarded, and those with speech, language, and hearing problems. Other services include school psychological services, transportation, individual instructional or supplemental services, assistance with due process and procedural safeguards, identification of handicapped, multi-factored evaluation, placement, and program planning.

ORGANIZATION: Ohio Department of Education
Division of Vocational Education
Ohio Departments Building
65 South Front Street
Columbus, Ohio 43215
PH. 614-466-4835
Monday through Friday, 8:00 a.m. to 4:45 p.m.

SERVICES: Ohio joint vocational schools provide vocational assessments for handicapped students to determine their levels of functioning in the various skilled trade training areas included in their curriculums. This assessment is a valuable prerequisite to attempts at mainstreaming students into vocational training programs. This department also provides specific training programs for handicapped students.

ORGANIZATION: Ohio Department of Health
Division of Maternal and Child Health
450 East Town Street
Columbus, Ohio 43215
PH. 614-466-4114

SERVICES: Residents of Ohio are provided free immunization shots, and hearing, vision and tuberculosis testing. A program is provided to improve the adjustment to life for Ohio children who have a chronic or potentially handicapping condition. Diagnostic services are available to all children in the state under age 21 regardless of income status. Treatment services are available also for children who meet the eligibility criteria both medically and financially. A Supplemental Security Income (SSI) disabled children's program is available to children under age 16 who are blind or disabled and who receive SSI benefits.

ORGANIZATION: Ohio Department of Mental Health
30 East Broad Street
Columbus, Ohio 43215
PH. 614-466-2596
Monday through Friday, 8:00 a.m. to 5:00 p.m.

SERVICES: This is the state department of mental health with oversees counseling services in regional offices throughout the state,

This department bears the overall responsibility in meeting the mental health needs of Ohio's children, adults, criminal offenders, and senior citizens. Mental health services are provided through a state-wide mental health delivery system integrating the departments 19 hospitals with community mental health programs. The departments 12 geographic district offices work with the hospitals and local mental health agencies to enhance the direct services to clients. County mental health (648) boards further coordinate services and funding at the community level.

ORGANIZATION: Ohio Department of Mental Retardation and Developmental Disabilities
State Office Tower
30 East Broad Street
Columbus, Ohio 43215
PH. 614-466-5214
Monday through Friday, 8:00 a.m. to 5:00 p.m.

SERVICES:

Habilitation Programs

Educational programs are provided by 169 Boards in 68 Ohio district schools, for the severely and profoundly mentally retarded. The program admits children from birth through age 21. Class instruction includes infant stimulation, primary development, and pre-vocational education. Available also are physical education, home economics, art, physical therapy, occupational therapy, speech pathology, and home training.

Adult Programs

Sheltered workshops are provided for adults. The training consists of those employment skills and techniques which could lead to gainful employment in the private work sector. Each employee will also be taught self-esteem, interpersonal relationships, concentration, communications, physical stamina,

grooming, and dressing. Besides the vocational training and habilitation training, these workers, who range from age 16 to late adulthood, also learn a sense of pride and self-confidence by performing their jobs for pay.

ORGANIZATION: Ohio Department of Public Welfare
Bureau of Crippled Children's Services
577 South High Street
Columbus, Ohio 43215
PH. 614-469-4114
Monday through Friday, 8:00 a.m. to 5:00 p.m.

SERVICES: Diagnostic, medical, and surgical services are available at no cost to families residing in the State of Ohio who are unable to pay for their child's medical care. Programs include orthopedic-congenital, plastic-congenital, cardiac, hearing, and neurosurgical or urological surgical needs.

ORGANIZATION: Ohio Rehabilitation Services Commission
4656 Heaton Road
Columbus, Ohio 43229
Toll-free number: 1-800-282-4536
Monday through Friday, 8:00 a.m. to 4:30 p.m.

SERVICES: This commission provides medical and psychological services, assessment, and educational and job training.

The Ohio Services for the Visually Impaired under this commission provides services for persons of all ages both of a preventative or rehabilitative nature. The program includes medical services, vocational rehabilitation services, and children's services. Books, recordings, and sales and production services are available.

The Ohio Services for Deaf or Hearing Impaired also provides programs which include speech and hearing evaluations, hearing aid services, individual and head-start screening, deaf

service, speech therapy, a deaf nursery, lip reading, and hearing aid orientation.

ORGANIZATION: Ohio School for the Blind
5220 North High Street
Columbus, Ohio 43214
PH. 614-888-1325
Moday through Friday, 8:00 a.m. to 5:00 p.m.

SERVICES: At no cost to the parents, students are provided housing, food, tuition, and routine medical care. The services include a complete comprehensive educational program from kindergarten through high school plus prevocational training in areas of industrial arts, music, and small business management. This service is provided to all parents who are residents of Ohio and who have legally blind children of ages 3 through 21.

ORGANIZATION: Ohio School for the Deaf
500 Morse Road
Columbus, Ohio 43214
PH. 614-888-1550
Monday through Friday, 8:00 a.m. to 4:30 p.m.

SERVICES: Specialized instruction is provided to deaf children who range from ages 3 through 21. Education is provided in both academic and vocational areas. Residential care along with medical and health services are provided. Students must have the physical and social maturity to adjust to the discipline of formal instruction and group living.

2. LOCAL, STATE, NATIONAL AGENCIES AND ASSOCIATIONS

ORGANIZATION: American Coalition of Citizens with Disabilities
1224 Dupont Circle Building, Room 308
Washington, D.C. 20036
PH. 202-785-4265
Monday through Friday, 8:00 a.m. to 4:30 p.m.

SERVICES: This organization is a coalition of organizations which seeks to improve communication and coordination among organizations interested in persons with both physical and mental handicaps. Major support services to the parents of handicapped children are available in education, employment, transportation, health, and daily living.

ORGANIZATION: Association for Children with Learning Disabilities
Cuyahoga Special Education Service Center
14605 Granger Road
Maple Heights, Ohio 44137
PH. 216-587-5960

SERVICES: This parent advocate group is interested in handicapped children's concerns such as: education, employment, transportation, health, and activities of daily living. Basic emphasis of this group is in the area of learning disabilities.

ORGANIZATION: Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
PH. 703-620-3660
Monday through Friday, 8:00 a.m. to 4:30 p.m.
Toll-free number: 1-800-336-3728

SERVICES: Information is provided to educational organizations, school administrators, supervisors, parents, and teachers regarding all aspects of handicapped children. This council also cooperates with other public and private agencies.

ORGANIZATION: Cystic Fibrosis Foundation
600 Executive Boulevard, #309
Rockville, Maryland 20852
PH. 301-881-9130

SERVICES: Materials and information are provided for public education. Therapeutic devices and equipment are provided.

ORGANIZATION: ELKS

SERVICES: Usually heavy emphasis is placed on helping the cerebral palsied handicapped students.

ORGANIZATION: Goodwill Industries of America, Inc.
9200 Wisconsin Avenue
Washington, D.C. 20014
PH. 301-530-6500

SERVICES: Provided are rehabilitation services, training, employment, and opportunities for personal growth as an interim step in the rehabilitation process for handicapped, disabled, and disadvantaged persons who cannot be readily absorbed in the competitive labor market.

ORGANIZATION: KIWANIS

SERVICES: This group provides many services for the handicapped. Usually they work through the county health departments or the Crippled Children's Services.

ORGANIZATION: LIONS CLUB

SERVICES: This club concentrates on eyes and eye problems. At the state level moneys are donated for the purpose of eye research. At the local level, glasses are provided to needy families.

ORGANIZATION: MASONIC LODGE (SHRINE)

SERVICES: Orthopedic treatment centers are maintained in Chicago, Illinois; Erie, Pennsylvania; Cincinnati, Ohio; and Galveston, Texas.

ORGANIZATION: The Mental Health Federation, Inc., Ohio Division of the National Association for Mental Health
Neil House M 59
41 South High Street
Columbus, Ohio 43215
PH. 614-221-5383
Monday through Friday, 9:00 a.m. to 5:00 p.m.

SERVICES: Programs include a voluntary movement working toward improved care and treatment of the mentally ill, research, promotion of good mental health, and educational information for the public.

ORGANIZATION: MOOSE

SERVICES: Usually an activity on an annual basis is devoted to the handicapped.

ORGANIZATION: Muscular Dystrophy Association, Inc.
810 Seventh Avenue
New York, New York 10019
PH. 212-586-0808

SERVICES: This foundation promotes research, serves patients, and provides an educational program for those working with muscular dystrophy and associated neuromuscular disorders. The foundation will provide information services to the public by answering inquiries by phone or letter, referring inquiries to other centers, inquiring from other sources for needed information, sending information by mail, supplying abstracts, providing films and audiovisuals, and promoting a newsline.

ORGANIZATION: National Foundation for the March of Dimes
1275 Mamaroneck Avenue
White Plains, New York 10605
PH. 914-428-7100

SERVICES: This foundation provides clinical research, medical services, professional and public education, and community services aimed at the elimination of birth defects. These also include psycho-social services, income maintenance services, health and education services.

ORGANIZATION: Ohio Association for Retarded Citizens, Inc.
751 North West Boulevard
Columbus, Ohio 43212
PH. 1-614-294-3211
Monday through Friday, 8:00 a.m. to 5:00 p.m.

SERVICES: This association promotes the general well-being of all retarded citizens. It provides for public awareness programs of the potential of citizens with mental retardation. It assists families of citizens with mental retardation with problems in all areas. By working with governmental agencies, it represents persons with mental retardation. It fosters progressive legislation. It insures the right for education for all children, fosters the development of improved residential facilities, encourages the employment of persons with mental retardation in public and private sectors. It promotes community awareness for de-institutionalization and actively assists in national activities. Local associations are available in most counties in Ohio.

ORGANIZATION: Ohio Coalition for the Education of Handicapped Children
3305 LaRue Prospect Road South
Prospect, Ohio 43342
PH. 614-528-2563

SERVICES: This is a coalition of several special education groups. This organization will supply information regarding services for the handicapped and help with affirmative action on the part of parents as well as lobbying for handicapped programs in Ohio.

ORGANIZATION: Parents United Regarding Planning of Special Education
(P.U.R.P.O.S.E.)
Mrs. Mary Ann Allen
Close Road, R.D. #1
Irondale, Ohio 43932
PH. 614-544-5661
Parent Group Meets When The Need Demands

SERVICES: This program was established by parents of children with all types of handicapping conditions that prevent their receiving an appropriate education within the normal school classroom situation. Members attempt to insure that both appropriate and quality education is provided these handicapped children. This group also assists parents of handicapped children who may need assistance coping with a child's specific problem.

ORGANIZATION: ROTARY

SERVICES: Easter Seals Campaign provides shoes and braces for crippled children, medical diagnosis, referral, speech or occupational therapy, and payment of transportation for specific care and treatment services. Parties and trips are provided for the handicapped.

ORGANIZATION: The Society for Crippled Children and Adults, Inc.
311 Kendall Place
Columbus, Ohio 43205
PH. 614-252-2143
Monday through Friday, 8:30 a.m. to 5:00 p.m.

SERVICES: Programs are provided to promote the care, treatment, and rehabilitation of all types of crippling conditions in children and adults. They also conduct clinics in epilepsy, speech, and hearing, as well as inform and make the public aware of the handicapped.

ORGANIZATION: United Cerebral Palsy Association
66 East 34th Street
New York, New York 10016
PH. 212-481-6300

SERVICES: Public and professional education is provided in cooperation with other official and voluntary agencies within the community.

ORGANIZATION: The United Way
Family Service Association
(Listed in each community)

SERVICES: Individual counseling, family counseling, emergency assistance, and referral service.

There are a number of residential facilities or group homes in Ohio serving the handicapped. For information about the locations, availability, fees, eligibility, etc., contact the Ohio Department of Mental Retardation and Developmental Diabilities (p. 41) or the Ohio Department of Mental Health (p. 40).

VIGNETTE

Adam Johnson was struggling to complete fifth grade at Thornton Elementary. He seemed to have a learning disability related to reading. A new counselor came to the school and met Adam after he had been referred because of his low marks. The counselor noticed that the student just looked straight ahead as he talked with him and seemed to respond little to what was being said. This being the case, the counselor became suspicious. He asked the student if he understood what he was saying, and again the student failed to respond in a normal way.

These experiences prompted the counselor to seek the proper channels to have a hearing evaluation arranged for Adam. The results came back indicating that Adam had a 60% hearing loss in both ears. On the basis of this hearing evaluation, he was then referred to an otolaryngologist who indicated to the parents

that an ear operation might correct the problem. They consented, and the student went through with the operation.

The results were that the student's hearing was restored to almost normal. In the years which followed his attitude changed, his grades improved, and in the final years of high school he made the honor roll. This all resulted from the fact that someone identified the student's problem, diagnosed it, and took advantage of the services to correct the problem. Adam is now on his way to becoming a very productive member of his work community.

SELF-HELP POST-TEST #3

1. If you wanted to secure educational services for your handicapped child, what agency might you contact?

   ANSWER: The Ohio Department of Education, Division of Special Education.

2. Name a parent organization which provides information and support to parents and children suffering from any condition which is handicapping.

   ANSWER: P.U.R.P.O.S.E (Parents United Regarding Planning of Special Education)

3. What Ohio-based foundation promotes the care, treatment and rehabilitation of crippling conditions in children and adults?

   ANSWER: Ohio Department of Public Welfare, Bureau of Crippled Children's Services.

4. Where might you acquire textbooks which could be used in teaching a blind student?

   ANSWER: Ohio State School for the Blind.

5. Is there an organization which could assess my child's hearing?

   ANSWER: ECO SERRC (East Central Ohio Special Education Regional Resource Center).

6. Are there counseling facilities where you might refer a young person who suspects she might be pregnant?

   ANSWER: Family Service Association of United Way.

7. What are some local civic clubs that might be involved with helping handicapped children?

   ANSWER: Lions, Kiwanis, Rotary, and Elks

8. If a student had a severe handicap which creates a financial strain on the family, what national organization might be able to help?

   ANSWER: One example might be the Muscular Dystrophy Association of America, Inc.

9. Name at least one Ohio-based organization which might be able to help an Ohio child with a crippling disease.

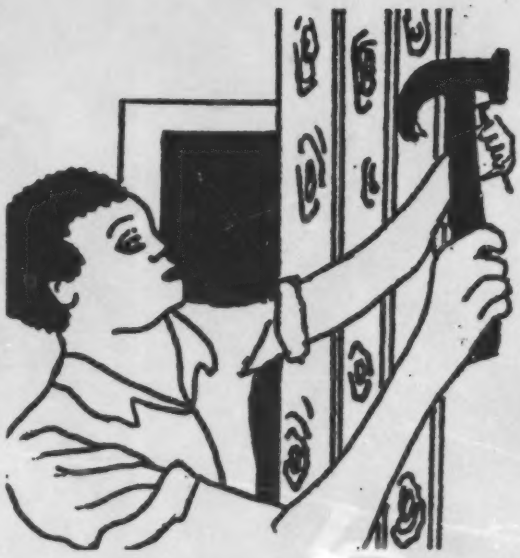
   ANSWER: Ohio Society for Crippled Children and Adults, Inc. of Columbus.

10. Where might one inquire about vocational training for adults?

    ANSWER: Ohio Department of Mental Retardation and Developmental Disabilities

CHAPTER #5: JOB MAINTENANCE

OVERVIEW



Student employment problems should be a major concern of employers, parents, and school personnel. These are the problems which may threaten a student's job and subsequently the student's future. This present chapter has been designed to deal with some of the more common problems associated with the low-functioning student entering the job market.

Ten basic student problem areas have been outlined in this chapter. It would be advisable to consider carefully how each of the ten problem areas might affect a particular student on any given community job. This identification will assist employers with becoming aware of those problems which could directly affect employee productivity. The employer might consider ways of helping the student overcome these problems and contribute to the student's benefit by working with the school's work-study coordinator toward improving the student's work skills.

Similarly, parents should be able to review the problems which their children may encounter on their first job and should accept the challenges related to such problems. The school staff, involved with employers, parents, and students, should assist all students with solving their own problems. Parents, employers, and schools will realize that in training youth there will always be problems, but there are a variety of possible solutions which could turn our population of "unemployable" youth into a generation of productive, employed citizens.

SELF-HELP PRE-TEST #4

The following Self-Help Pre-Test will test your present knowledge on the subject of job maintenance problems. Write what you think are the correct answers; then read the chapter carefully. After reading the chapter, take the post-test and compare your answers to those given at the end of the chapter.

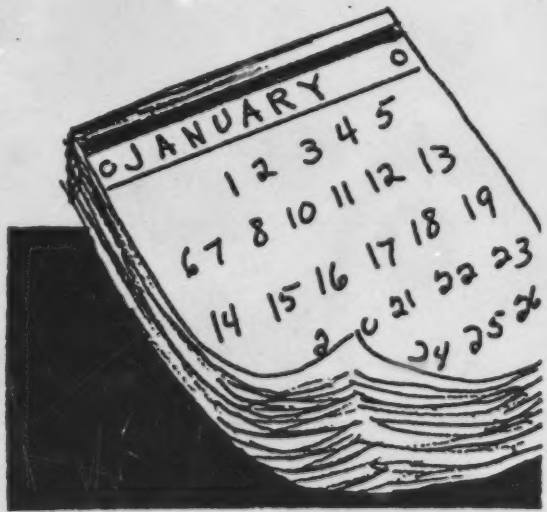
1. What can be done with a student whose work attitude is so poor that he/she is unable to maintain a job?
2. When a student has an unacceptable school attendance record, what can be done?
3. If a student loses the arranged work transportation, will he/she lose the job?
4. If a student is having trouble with a co-worker, what could be done to solve the problem?
5. How could job advancement and promotion be problems for students?
6. Most students seem completely uninterested in fringe benefits and their value. What could be done to help students in this respect?
7. Sometimes students lose jobs because they do not have proper clothing or uniforms to wear. Who should see to it that a student manages his/her money to meet work expenses?
8. Employers sometimes let students go because of complaints from customers or co-workers. What can be done to make the community more understanding toward handicapped students and their problems?
9. Are safety regulations really a problem in job maintenance?
10. Could union membership cause a student to lose a job?

RECOGNITION OF EMERGING PROBLEMS WITH POSSIBLE RESOLUTIONS

Attitudes

When a student has negative reactions to work situations, a first step to any resolve would be to find the special reasons behind such behavior. Reactions could be the result of fear and confusion in a new work situation, or little basic understanding about his/her strengths, goals, and interests. Sometimes other students who are already in successful working situations, could assist by meeting with the newly placed student and explaining working conditions. It could be that just such a meeting would provide the assurance the new worker needed.

Attendance



If an attendance problem appears to threaten a student's job, reasons for the absence need to be investigated. Whatever help is necessary should be offered by teachers, the work-study coordinator, employer, and parents. The student can do much to get his/her own transportation by being observant to opportunities, such as car pools or shared rides. The parent or guardian needs to initially cooperate in matters of support at home such as getting the student started to work on time.

Also, parents will play an important role in helping the student call the employer if he/she will be late or absent.

Transportation

Getting to and from a job means everything from getting to keeping the job. Securing the necessary arrangements for transportation must be finalized at the time the job is accepted. The student will be responsible for cooperating with supporting parties. It is wise to have an alternate or back-up means of transportation planned, should the original arrangement fail. Free transportation is available in some areas and the information may be obtained from public transportation agencies.

Cooperation

Often conflicts on the job develop between the student, the employer, other employees, and/or customers. The work-study coordinator should be made aware of these conflicts early enough to be able to help the student solve his/her problems. If action is then deemed necessary which might result in removing the student from the job, proper handling of the situation on a cooperative basis could provide a more constructive learning experience for the student. In addition, if a student has a thorough knowledge of rules, written or unwritten, he is more likely to be successful on the job.

Job Advancement

When a student is working in full-time competitive employment, the student should expect to demonstrate that he/she understands how to keep the job by actively seeking to improve his/her performance. If automatic advancement is company policy and the skills of the entry position are the best the worker can produce, the employer should gain this perspective about the student and adjust to the situation. Other motivational factors could be used by the employer besides promotion to stimulate employee productivity in these types of situations.

Fringe Benefits

Most beginning workers are not interested in fringe benefits. Their interest is basically centered on the amount of earnings received. When the worker is aware of the advantages and value of these benefits, he/she will want the benefits deducted. At the time of acceptance of the job, the information about benefits may not be meaningful to the handicapped student. These students can better make decisions about such aspects of a job with the advice of support people. Pay deductions which relate to fringe benefits should be explained to the beginning worker.

Work Expenses

Few, if any, jobs can be kept without necessary expenses of some kind. The worker needs to be made aware of the policies of the company, the transportation responsibilities, and his/her own physical needs. Work uniforms, safety gear, and other work clothes should be discussed with the students. With help from supporting personnel, a workable budget can be made up and followed. The student should be encouraged to develop a knowledge of banking procedures and be motivated to save money to provide funds for his/her unexpected expenses.

Community Attitude

On certain jobs the student will be working in the public eye. In such instances, the student will need to cooperate very closely with the employer's demands for appropriate behavior and appearance, especially before the customers. If being in the public eye is a part of the student's training program and if the student has difficulties in adjusting, the training plan may have to be adjusted because of business demands.

Safety

Students must understand the safety rules and regulations and follow them at all times. Employers are responsible to those laws which have been made for the protection of all, and a student could lose a job when safety rules are broken. Safety rules and regulations vary with the type of job. Each handicapped student will need additional detailed special instructions to insure that safety is understood. The student should be aware of safety gear needed for a job and special insurance requirements of certain jobs.

Union Membership

In some jobs or trades, the only way for a worker to remain on the job is to join and pay the dues required by the trade union. Once a worker has passed the requirements for entry level into a job, he/she gains much security through the protection of union membership. Under most union contracts, the worker can lose his/her job only for certain reasons, and fair wages were also stipulated in these contracts. Each union has procedures to be followed by its members and worker benefits. Some unions exclude the high school trainee from membership.

VIGNETTE

Jim Bagley, a junior in high school, wanted a job, but was very shy. He was even fearful about going for an interview, let alone being introduced to work in an unfamiliar place and at unfamiliar work. He was afraid he could not succeed. After finally interviewing for a part-time after school job in a grocery store, he began working. The employer made sure Jim was always working with other experienced workers, and at any time when a new task came along, he had good directions. The school personnel helped Jim learn and understand his duties and responsibilities. After working on the job for several weeks, Jim found that he could do the work and that he liked it very much. He soon learned the regular jobs and could go ahead on his own. If he had to miss work, he called the employer, and he never stayed home without good reasons. All the other employees got along with Jim because he was friendly and cooperative and always did his share of the work.

When school was out in June, the store manager asked Jim to work regular hours for the summer. He budgeted his wages so that he always had money for his work expenses. He started a bank account and added to it every pay day, but he also had spending money for things he wanted to buy.

Jim now thinks he will keep working in the grocery business. His first job turned out to be the kind of work he may always do.

SELF-HELP POST-TEST #4

1. What can be done with a student whose work attitude is so poor that he/she is unable to maintain a job?

   ANSWER: Determine the specific problem contributing to the attitude problem and then outline objectives and activities to help the student. Project Employability resource materials should be helpful.

2. When a student has an unacceptable school attendance record, what can be done?

   ANSWER: Look for patterns. If one exists, the reason could be easily detected. If none exists, Project Employability resources should help. In either case, the employer could greatly assist in helping the student.

3. If a student loses work transportation, will he/she lose the job?

   ANSWER: Not if some other transportation can be quickly found. Many possibilities exist from car pools to a short leave of absence from work.

4. If a student is having trouble with a co-worker, what could be done to solve the problem?

ANSWER: Observe to see if the student works well with others. It may be the co-worker. If it is a lack of social skills on the part of the student, Project Employability activities and resources on teamwork and social skills could help.

5. How could job advancement and promotion be a problem for students?

ANSWER: Students need to be aware of their own limitations. Employers can help by explaining company policies on promotion.

6. Most students seem completely uninterested in fringe benefits and their value. What could be done to help students in this respect?

ANSWER: Students look at their earnings as spending money rather than support income. Adult living skills could be emphasized in more detail.

7. Sometimes students lose jobs because they do not have proper clothing or uniforms to wear. Who should see to it that a student manages his/her money to meet work expenses?

ANSWER: Support agencies, parents, and even the friends of the students can help by supplying the need or loans.

8. Employers sometimes let students go because of complaints from customers or co-workers. What can be done to make the community more understanding toward handicapped students and their problems?

ANSWER: Good public relations from the school about the work-study program will help. Student identification through "trainee" badges and employer in-service training also help.

9. Are safety regulations really a problem in job maintenance?

   ANSWER: Yes, especially in a hazardous occupation. Some violations precipitate immediate dismissal.

10. Could union membership cause a student to lose a job?

    ANSWER: Generally not; however, some unions exclude high school trainees.

CHAPTER #6: LEGAL RIGHTS AND REQUIREMENTS

OVERVIEW

Over the years, work laws and policies have been developed and refined for the benefit and protection of both the employee and the employer. Exceptions to the rule should not be expected for handicapped students participating in a properly supervised work program. If we take a close look at the educational goals of special education for the handicapped, we note that the major goal is to help these young people to become healthy, contributing citizens in our society.

Employers of handicapped students are expected to do no more or less, legally, than would be expected in the hiring of any person of comparable age and sex. In a handbook of this type it is not possible to be comprehensive in scope on labor laws and all the legal aspects. If there are any questions not answered in this chapter or if you require further information, contact the East Central Ohio Special Education Regional Resource Center, 818 Boulevard, Dover, Ohio 44622 [(216) 343-3355].

SELF-HELP PRE-TEST #5

Try this pre-test on the legal rights and requirements of workers and find out what you already know or what you may need to know about labor laws and employment policies. Compare your pre-test answers to those at the end of the chapter.

1. Who answers questions of liability for both the employer and the school district?
2. Where does a student apply for a work permit or age and schooling certificate?
3. When employment is subject to both state and federal laws and there seems to be a difference, which law must be observed?
4. Name three provisions of the Fair Labor Standards Act of 1938, as amended.
5. What is the minimum age for employment in a non-agricultural occupation declared hazardous by the Secretary of Labor?
6. List five records employers are required to keep on wages, hours, and other items listed in the record keeping regulations, 29 CFR Part 516.
7. Where can an employer find more information on the seventeen hazardous occupations orders?
8. How many hours is a student under sixteen legally permitted to work in any school week?
9. Who is the local area inspector for the Ohio Department of Industrial Relations, Division of Women and Minors and Minimum Wage?
10. Can a child receive both SSI and AFDC payments?

RIGHTS AND RESPONSIBILITIES IN EDUCATING HANDICAPPED CHILDREN

School Law and Due Process

Mandates from federal and state laws insure that every child is entitled to a free, appropriate public education. Therefore, under such laws each handicapped child has the right to an individualized education program. In order to ensure this right, there is available to parents and children due process procedures. "Due Process" means and refers to the safeguards to which a person is entitled in order to protect himself/herself and his/her rights. Additional education rights of each handicapped child include a multi-factored evaluation, an assurance of a least-restrictive environment, and confidentiality of information.

Parents' Rights

The East Central Ohio Special Education Regional Resource Center (ECO SERRC) has published a booklet entitled Information For Parents Regarding Special Education which deals with these processes and procedures. This booklet covers the provisions of an appropriate special education program as follows: evaluation, individual education program conference, placement in special education programs, individual education program review, description of special education programs and related services, confidentiality of information, and due process.

This booklet and information may be obtained from:

ECO SERRC
818 Boulevard
Dover, Ohio 44622
(216) 343-3355

Child's Education Rights

The handicapped student's rights in accordance with state and federal laws are:

1. The student has the right to a free and appropriate public education as indicated on page 68 of the Ohio handbook, School Law and Due Process.
2. All of the rights of the parent shall pass to the child upon reaching the age of maturity, except in cases where the child is legally determined under State statute to be incompetent.

Nondiscrimination

Generally, this law states that no qualified person shall, on any basis of handicap, be subjected to discrimination in employment in any program or activity to which the person applies. A recipient, that is, the employer of handicapped students, must make reasonable accommodations for the physical or mental limitations of any otherwise-qualified handicapped employee, unless the recipient/employer can demonstrate that the accommodations would impose an undue hardship on the operation of his program.

Vocational Education

Every handicapped child is entitled to receive a free and appropriate education, including vocational training. The parents should know that three pivotal laws require schools, school districts, as well as state education departments, vocational schools, hospitals and institutions, to provide vocational education

programs for the handicapped. The Acts covering these requirements are found in the following three sources:

1. The Education for All Handicapped Children Act (P.L. 94-142).
2. The Vocational Education Act Amendments of 1976 (P.L. 94-482).
3. The Rehabilitation Act of 1973 (Section 504).

Work-Study Programs

Students enrolled in work-study programs are governed, with few exceptions, by the federal, state, and local laws and regulations that apply to the employment of all minors. These are outlined in more detail in Chapter #7.

Insurance

Some insurance policies exclude minors. Student employee coverage should be the concern of employers since the accident rate is higher among students. The employer's workman's compensation insurance should also include the work-study student. Unless the employer's liabilities are satisfactorily covered, the employer will not be interested in cooperating with the school program or interested in providing a student training station. The answers to questions of liability on the part of both the employer and the school district rest with the district's legal counsel.

Work Permits

Work permits, permits to employ, and/or age certificates are required for students enrolled in work-study who are under age eighteen. Students contact the office at their school for directions on completing work permits. Some employers require age and schooling certificates for all students regardless of whether they are eighteen or not. In such a case, these would be handled at the school district office of the participating program.

Conflicting Labor Laws

Whenever there is a conflict between federal, state, or local laws pertaining to employment, the most restrictive law prevails.

Fair Labor Standards

The Fair Labor Standards Act (FLSA) of 1938, as amended, establishes minimum wage, overtime pay, equal pay, record keeping, and child labor standards for employees, unless a specific exemption applies. The Act provides for special minimum wages, under regulations of the Secretary of Labor, for certain employees in specified situations.

Employees are required to be paid the current minimum wages, and unless specifically exempt, the employee must receive at least one and one-half times the employee's regular rate for all hours worked in excess of forty hours in a given work week. Agricultural employees are not required to be paid overtime. There are certain exemptions from both the minimum wage and overtime provisions or from the overtime provisions for certain occupations specified in the Act. These exemptions apply only when certain terms and conditions are specifically satisfied. Employers should check carefully the terms and conditions for any exemption they may seek to use.

Child Labor Provisions

Sixteen years is the minimum age for most employment covered by the Federal Labor Laws. This includes employment in any manufacturing or mining occupation that has not been declared hazardous, employment in agriculture during school hours, and employment at any time in an occupation in agriculture that has not been declared hazardous by the Secretary of Labor.

Eighteen years is the minimum age for employment in a non-agricultural occupation declared hazardous by the Secretary of Labor.

Fourteen years is the minimum age for employment outside school hours permitted under the Secretary's regulation in a variety of nonmanufacturing, nonmining, and non-hazardous occupations for a limited number of hours under specified conditions of work.

Fourteen is also the minimum age for employment in a non-hazardous agricultural occupation outside school hours for the school district in which the minor is living while so employed, except for the following:

(1) Minors 12 or 13 employed with written parental consent or on a farm where the minor's parent or person standing in place of parent is employed

(2) Minors under 12 who work on a farm owned and operated by the minor's parents, or person standing in place of his parent, or with parental consent on a farm all employees of which are exempt from the minimum wage under the 500 man-day exemptions provided in [Section 13 (a) (6) (A)] the Act

Employers are required to obtain proof of age in accordance with the Secretary's regulation. Any person who violates the child labor provisions or any regulation thereunder shall be subject to a civil penalty not to exceed $1,000 for each violation. The Act also provides for enforcement by civil or criminal proceedings in the courts.

Employer Records

Employers are required to keep records on wages, hours, and other items listed in the record keeping regulations, 29 CFR Part 516. Most of this required information is the kind employers usually maintain in ordinary business practice and in complying with other laws and regulations. No particular form of records is

required. With respect to employees subject to both the Act's minimum wage and overtime pay provisions, the following records are required:

1. Name, home address, and birth date if under 19
2. Sex and occupation
3. Hour and day when the workweek begins
4. Regular hourly pay rate for any week when overtime is worked
5. Total daily or weekly straight-time earnings
6. Total overtime pay for the workweek
7. Deductions or additions to wages
8. Total wages paid each pay period
9. Date of payment and pay period covered

Records required for exempt employees differ from those for nonexempt workers. Special information is also required on employees under uncommon pay arrangements or to whom board, lodging, or other facilities are furnished.

Employers who have homeworkers must make entries in handbooks supplied by the Division. Records of the required information must be preserved for three years. Some supplementary items like timecards, piecework tickets, and shipping records need to be kept only two years. Microfilm copies of records are generally acceptable.

Hazardous Occupations Orders

The Fair Labor Standards Act provides a minimum age of 18 years for any non-agricultural occupations which the Secretary of Labor "shall find and by order declare" to be particularly hazardous for 16- and 17-year old persons or detrimental to their health and well-being. This minimum age applies even when the minor is employed by the parent or person standing in place of the parent.

The orders now in effect covering the seventeen hazardous occupations apply either on an industrial basis, specifying the occupations in the industry that are

not covered, or on an occupational basis irrespective of the industry in which found.

The hazardous occupations orders now in effect deal with the following:

1. Manufacturing and storing explosives (p. 14)*
2. Motor-vehicle driving and outside helper (p. 15)
3. Coal mining (p. 17)
4. Logging and sawmilling (p. 17)
5. Power-driven woodworking machines (p. 19)
6. Exposure to radioactive substances (p. 21)
7. Power driven hoisting aparatus (p. 21)
8. Power-driven metal-forming, punching, and shearing machines (p. 24)
9. Mining, other than coal mining (p. 26)
10. Slaughtering or meat-packing, processing or rending (p. 27)
11. Power-driven bakery machines (p. 29)
12. Power-driven paper-products machines (p. 30)
13. Manufacturing brick, tile, and kindred products (p. 32)
14. Power-driven circular saws, band saws, and guillotine shears (p. 33)
15. Wrecking, demolition, and shipbreaking operations (p. 34)
16. Roofing operations (p. 34)
17. Excavation operations (p. 35)

* Page numbers refer to the United States Department of Labor, Employment Standards Administration, Wage and Hour Division, Child Labor Bulletin No. 101.

OHIO STATE LAWS

Along with certain federal rules and regulations governing employment of students, the State of Ohio also has its own supplement of regulations. These regulations pertain to work permits, wage agreements, working hours, and vocational education. These each will be presented below.

Working Permits

Every minor under 18 must have a working permit unless otherwise stated in the ORC* 4109.06.

Wage Agreements

NO employer shall give employment to a minor without agreeing with him as to the wages or compensation he shall receive for each day, week, month, or year, or piece of work performed.

Working Hours For Students Under Age 16

In ORC 4109.07, NO person under 16 shall be employed as follows:

1. During school hours except where specifically permitted by the ORC 4109
2. Before 7 a.m. or after 9 p.m. from June 1 to September 1, or during any school holiday of 5 school days or more, or after 7 p.m. at any other time
3. For more than 3 hours a day in any school day

*ORC-Ohio Revised Code.

4. For more than 18 hours in any school week
5. For more than 8 hours in any day when school is not in session
6. For more than 40 hours in any week that school is not in session unless employment is incidental to bona fide programs of vocational cooperative training, work-study or other work-oriented programs with the purpose of educating students that meet standards established by the State Board of Education
7. No employer shall employ a minor more than 5 consecutive hours without a rest period of at least 30 minutes.

Working Hours For Students Over Age 16

There are no limitations on hours worked by minors 16 and 17 years of age on non-school days.

Exemptions On Working Hours

The working hours regulations for students do not apply to (ORC 4109.06) the following:

1. Minors who are students working on any properly guarded machine in the manual training department of any school when the work is performed under the personal supervision of an instructor
2. Students participating in a vocational program approved by the Ohio Department of Education
3. Minors participating in a play, pageant, or concert produced by an outdoor historical drama corporation
4. Students participating without remuneration with consent of a parent, or guardian in a performance given by a church or school
5. Minors engaged in the delivery of newspapers
6. Minors who have graduated from an accredited secondary school

7. Minors who are currently heads of households or are parents contributing to the support of their children
8. Minors engaged in lawnmowing, snow shoveling, and other similar residential employment on a casual basis
9. Minors employed in agriculture in connection with farms operated by their parents, or guardians where they are members of the guardian's household
10. Minors working in a sheltered workshop operated by the County Board of Mental Retardation
11. Minors performing services for a non-profit organization where the minor received NO MONEY for his work.

Minors are NOT exempt if they reside in agricultural labor camps.

Vocational Students

A vocational student MUST BE 16 years of age. The school coordinator must have a written record of the student's occupational goals, as well as a TRAINING PLAN (school and work related) and TRAINING AGREEMENT BETWEEN THE EMPLOYER AND THE COORDINATOR outlining each phase of the minor's program.

INSPECTION

The area inspector for the Ohio Department of Industrial Relations, Division of Women and Minors and Minimum Wage may be contacted by writing to the following address:

State of Ohio (Office)
Department of Industrial Relations
Divison of Women and Minors and Minimum Wage
Prevailing Wage Section
2323 West Fifth Avenue
P.O. Box 825
Columbus, OH 43215

Employers may apply for a license for a special wage rate for handicapped and mentally retarded employees. Employers with occupations under State Minimum Wage regulations should write to the following address for an application form:

State of Ohio
Department of Industrial Relations
Division of Women and Minors
2323 West Fifth Avenue, Room 2160
P.O. Box 825
Columbus, OH 43215

Those employers with occupations which fall under Federal Minimum Wage regulations should write to this address:

United States Department of Labor
Federal Wage and Hour Division
200 North High Street
Columbus, OH 43215

SUPPLEMENTAL SECURITY INCOME PROGRAM

This Federal program, the supplemental security income (SSI) program, makes monthly cash payments (currently as much as $177.80 a month for a single person) to disabled people who own little personal property (excluding a home) or who have few assets of other kinds and are low income. Thus, some parents of handicapped children would qualify for funds under this program.

In deciding on the eligibility for this federal assistance for a child under age 18 (21 if in school), part of the parent's income and assets are considered to be the child's. Not all of the parent's income is considered when evaluating for eligibility. There are allowances for such things as work and living expenses and for such expenses as other children living in the home. After these allowances are deducted, the remaining amount is used in deciding whether or not the child meets the income and assets requirements for assistance.

Parents who feel they might qualify should contact their local Social Security office for application forms and additional related information.

VIGNETTE

Robert Schlabaugh was an eighteen-year old senior at Roosevelt High School. He was placed on a full-time community job station with the assistance of the work-study coordinator. An age and schooling certificate, required by the employer, was obtained from the high school office. The medical forms were completed at the county health clinic. The work-study coordinator and employer worked together with the student and his family to complete all the insurance and withholding forms necessary for his employment. The work-study coordinator made the employer aware of new wage rates for the employment of the handicapped and where to obtain the proper forms.

The training experience was good for both the employer and the work-study coordinator. After Robert became adjusted to the work requirements, he seemed not only to do well on the job, but also displayed a different attitude toward his school and life situation in general.

A follow-up interview was conducted after Robert had been in the community approximately two years. During this period he had worked on two different jobs with only one month of unemployment. Robert had also made an excellent adjustment to his home and to community life during this time. He contributed ten dollars a week to his parents, purchased his own clothing, and established his own savings account.

SELF-HELP POST-TEST #5

1. Who answers questions of liability for both the employer and the school district?

   ANSWER: School district's legal counsel.

2. Where does a student apply for a work permit or age and schooling certificate?

   ANSWER: High school office.

3. When employment is subject to both state and federal laws, which law must be observed?

   ANSWER: The most restrictive law.

4. Name three provisions of the Fair Labor Standards Act of 1938, as amended.

   ANSWER: Minimum wage, overtime pay, equal pay, record keeping, child labor standards.

5. What is the minimum age for employment in a non-agricultural occupation declared hazardous by the Secretary of Labor?

   ANSWER: Age 18.

6. List five records employers are required to keep on wages, hours, and other items listed in the record keeping regulations, 29 CFR Part 516.

   ANSWER: Name, home address, and birth date if under 19; sex and occupation; hour and day when work-week begins; regular hourly pay rate for any week when overtime is worked; total daily or weekly straighttime earnings; total overtime pay for the work-week; deductions or additions to wages; total wages paid each pay period; date of payment and pay period covered.

7. Where can an employer find more information on the 17 hazardous occupations orders?

   ANSWER: United States Department of Labor, Employment Standards Administration, Wage and Hour Division, Child Labor Bulletin No. 101.

8. How many hours can a student under 16 be employed in any school week?

   ANSWER: 18 hours

9. How is the local area inspector for the Ohio Department of Industrial Relations, Division of Women and Minors and Minimum Wage contacted?

   ANSWER: Through the Ohio Department of Industrial Relations

10. Can a child receive both SSI and AFDC payments?

   ANSWER: No. The parents or guardians can choose the one which best suits the family's needs.

CHAPTER #7: THE PROJECT: ROLES AND FUNCTIONS

THE FUNCTION OF THE PARENTS

Parents have one of the most important roles in any work program. They must believe in and consent to their son's or daughter's entry into the community work force and are the single most important source of support and encouragement to their children. The responsibilities of parents in Project Employability take on important dimensions as follows:

1. Working closely with the classroom teacher to provide a carry-over and reinforcement at home for what is taught at school.
2. Encouraging independent behaviors wherever possible, thus allowing the student to improve in his abilities to make his own decisions.
3. Assisting in the development of the student's daily-living skills such as in personal hygiene, grooming, purchasing of groceries, selecting clothes, preparing meals, or doing chores around the home.
4. Being responsible for the student's medical needs by promoting a regular medical check-up, providing dental work, or giving medication.
5. Assisting the teacher with testing and assessment of the student's employability skills.

6. Being involved in meetings regarding the educational goals for the student and in meetings regarding placement.
7. Helping the student to obtain a social security card.
8. Providing the assurance that an appropriate transportation is arranged from school or home to work.
9. Assisting with the teaching of job-related skills which include arriving at school or work on time, calling in when ill, wage and hour regulations and wearing the appropriate dress for a given job.
10. Assisting in the teaching of the values of certain job-benefit packages such as vacation pay, sick leave, workmen's compensation, and insurance.
11. Assisting and/or supervising the handling of the student's paycheck by advising on such areas as budgeting, savings and checking accounts, and spending.
12. Being aware that as time goes along, the student needs to become self-sufficient.

THE ROLE AND FUNCTION OF THE WORK-STUDY COORDINATOR

The special education work-study coordinator is the one person who works directly with the individual student, special education teacher, building principal, parent, and employer on a regular basis, communicating and coordinating the student's school and work learning experience. This person at various times may have been referred to as the teacher-coordinator, placement coordinator, 169 program placement specialist, or workshop director. The duties of the work-study coordinator could include the following:

1. Interpreting the work-study program to administrators, teachers, parents, students, and civic organizations through individual conferences and formal presentations.
2. Maintaining a working relationship with the coordinators of other work-experience programs in a school district so that cooperation is facilitated and competition for job stations eliminated.
3. Referring pupils to other agencies such as the Bureau of Vocational Rehabilitation or to other vocational programs when it is apparent that work experience is not appropriate for the needs of the pupil.
4. Expediting applications for work permits of students who are ready for community placement by assisting teachers in helping their students to apply for the work permit.
5. Locating and screening work placement stations within the school and the community for desirability and appropriateness for students.
6. Evaluating each student in cooperation with senior high teachers to insure that the student is ready for out-of-school work experience.
7. Assisting employers, when requested, to orient students during the training period.
8. Cooperating with employers concerning the supervision of students while on the job to insure maximum benefit to both the trainee and the employer.
9. Evaluating each student's work experience by visiting job stations on a regular basis; the visitation schedule will be determined by the needs of the student and the desires of the employer.
10. Coordinating and scheduling student evaluation sessions with the senior high cooperating teacher.

11. Conducting, in cooperation with classroom teachers, weekly work-study seminars for seniors who may be employed full-time.
12. Maintaining work-related records for each pupil such as information about work achievement, strengths and weaknesses regarding employment potential, social and emotional limitations related to work situations, and comments from the employer.
13. Consulting with the supervisor and teachers concerning the skill development and necessary prerequisites for successful community employment, work-related problems of the students, employer and employee responsibilties, child labor laws, and minimum wage regulations.
14. Serving as a resource to the special education teachers relative to the occupational-orientation phase of the curriculum.
15. Assisting in the planning of individual education programs that will help students overcome job-related problems.
16. Keeping the teacher updated on employment progress of students on the job.

THE FUNCTION OF THE TEACHER

The teacher provides the students with those opportunities to attain to the fullest, the physical, social, mental, vocational, and economic usefulness for which they are capable.

The special education teacher could use the Employability Curriculum as a source when working directly in the vocational skill development of handicapped students. The duties of the special education teacher could include the following:

1. Assisting with student testing and assessment.
2. Listing community jobs appropriate and available to the student.
3. Identifying student trait and characteristic deficiency areas.
4. Reviewing curriculum materials and assessing the educational needs of the student.
5. Providing basic classroom experiences which could help develop the specific traits and characteristics which are necessary prerequisites to employment.

The teacher might also be responsible for involving and working with the parents, for participating closely as a team member with supervisors and work-study coordinators, and for being involved in placement meetings.

THE FUNCTION OF THE SUPERVISOR

The duties of the special education supervisor in conjunction with Project Employability could include the following:

1. Assisting the classroom teacher with the updating and improving of the quality of education and vocational training.
2. Making use of all area resources and services which will aid in the improvement of the instructional program.
3. Planning and providing in-service programs for teachers, parents, and other involved individuals.
4. Serving as a resource person for all individuals involved in the program.
5. Attending meetings with teachers, parents, and others when individualized education programs and goals are being set up for students.

6. Attending and becoming aware of placement meetings of handicapped students.
7. Assuring that the goals of the program are being followed and that a quality level of programming is maintained.
8. Providing visitation schedules to each teacher serving in the work-study program.

THE FUNCTION OF THE EMPLOYER

The employers of work-study students play a most important role in this project. Without their help and cooperation, the ultimate goal of Project Employability would not be achieved, employment of handicapped students.

The employer of a handicapped student should be provided with the following work-related information:

1. A review of the student's abilities
2. The student's academic record
3. Social skills information about the student
4. Personal characteristics about the student

The employer has the responsibility of seeing that certain work provisions are provided as follows:

1. That wages conform with the Wage and Hour Provision of the Fair Labor Standards Act
2. That any complaints about the student or his/her performance be discussed with the work-study coordinator
3. That the employer or his/her appointed supervisor make a rating of the student's work each school grading period
4. That the employment and work experience of the student be in compliance with all federal, state, and local rules and regulations governing student employment
5. That a work permit be completed before a student is placed on a job

In developing an effective training program for handicapped students, community employers should consider the following:

1. Could I possibly assist in the training of handicapped students in our community?
2. What skill development might be possible for handicapped in our particular business?
3. Are handicapped students really different people? If so, how?
4. Do I know of other employers who might be willing to provide a community training station for some of our handicapped young people?
5. Are other employees aware that the student is there as a trainee and is there an understanding with these employees regarding the student and his/her responsibilities to the job?

In summary, the employer plays a most important role in providing a training station and employment opportunities which will ultimately yield to handicapped student employability success.

"END OF DOCUMENT"